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AUTHOR Lewis, Wanda B.; Stamm, Michael J.
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ABSTRACT

An eighth grade social studies unit on Maryland state and local governments contains three sections. In the first section, a two-column chart matches grade level objectives related to Maryland governments to specific activities discussed in the next section. A content outline is divided into sections on introductory materials, including vocabulary and constitutional background, state government, local government, and problems and issues. Section 2 contains activities to implement the unit. Examples of activities are crossword puzzles, worksheets, group projects, readings, and simulations. Each activity is presented in a chart which shows title, grade level objectives, vocabulary, skill objectives, content, activity description, materials needed, and adaptation procedures for other levels. Each chart is followed by student instructions and handouts. The final section is a five-entry bibliography. (LP)

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MARYLAND STATE AND LOCAL GOVERNMENTS

AN INSTRUCTIONAL UNIT FOR THE EIGHT GRADE SOCIAL STUDIES COURSE MARYLAND STUDIES

St. Mary's County Public Schools
Leonardtown, Maryland
1983

Developed By:

Wanda B. Lewis — Margaret Brent Middle School
Michael J. Stamm — Spring Ridge Middle School

John R. Ryan
Supervisor of Instruction

SP 016 123

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John R. Ryan
Supervisor of Instruction
St. Mary's County Public Schools

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Recommended Time Frame for Implementing Maryland Studies

Maryland Studies Units	Dates	Number of Days
Geography of Maryland	September 6-October 11	25
History of Maryland	October 12-January 19	62
Career Education	January 23-February 24	24
Maryland State and Local Governments	February 27-April 19	37
Consumer Economics	April 30-June 14	32

GRADE LEVEL OBJECTIVES

ACTIVITY DESCRIPTIONS

CONTENT OUTLINE

Subject: Maryland Studies

Unit: Maryland State and Local Governments

Grade Level Objectives	Activities
1.1.8.1 Government and laws of Maryland reflect the basic principles of American democracy.	8.I.A.1 Crossword Puzzle for State and Local Government. Deals with term/vocabulary used throughout the lessons.
1.4.8.1 All branches of local and state government are interrelated.	8.I.B.1 Maryland Government Packet. Deals with Maryland Constitution and branches of government.
1.7 8.1 People must work together to satisfy the needs of society.	8.I.B.2 St. Mary's Tourist Brochure. Deals with students researching St. Mary's past and present.
1.4.8.2 State and local government is representative in form. 1.7.8.1 People must work together to satisfy the needs of society.	8.II.A.1 Overview of Legislative Packet. Deals with legislative structures, qualifications and committee organization for members.
	8.II.A.2 Maryland Assembly Rules Packet. Deals with the parliamentary procedures used in the General Assembly.
7.5.8.1 People must work together to satisfy the needs of society. 1.3.8.1 Local and state governments establish laws that define the rights and responsibilities of its citizens. 1.7.8.1 People must work together to satisfy the needs of society.	8.II.A.3 How A Bill Is Enacted into Law Packet. 8.II.A.4 Bill Writing Skills Packet. Shows how a bill is written and limitations of proposing legislation. 8.II.A.5 Legislative Simulation. Role-playing a general assembly meeting.
1.4.8.1 All branches of local and state government are interrelated. 1.2.8.2 As society has grown more complex, government has grown more complex.	8.II.B.1 The State Executive Branch Packet. Deals with the governor's office 8.II.B.2 State Executive Officials. Deals with state officials and their jobs.

Subject: Maryland Studies

Unit: Maryland State and Local Governments

Content Outline

I. Introduction

A. Definition

1. Vocabulary
2. Terminology

B. History

1. State

a. Constitution
b. Amendment

2. Local

a. Past Governmental Organization
b. Forefathers/Political Leaders

II. State Government

A. Legislative Branch

1. Responsibilities

2. Structure

3. Qualifications of Members

4. Passage of Bills

B. Executive Branch

1. Responsibilities

2. Structure

Subject: Maryland Studies

Unit: Maryland State and Local Governments

Grade Level Objectives		Activities	
3.2.8.1	Successful job performance requires specific skills, attitudes and behaviors.	8.II.B.3	Governors Job Packet. Deals with the governor's duties and powers.
7.4.8.1	In a democracy, the legal system promotes the common good and protects individual rights.	8.II.C.1	State Courts Packet. Explains duties and types of courts and crimes.
7.5.8.1	Laws to promote the common good, as well as to protect the individual, must be made, interpreted, supported and enforced.	8.II.C.2.	Court Organization Packet. Deals with the Maryland courts and their functions.
1.2.8.1	People have devised government to assure group survival and satisfy many of their needs, desires and aspirations.	8.III.A.1	How Local Governments Serve Their Citizens.
7.5.8.1	Laws to promote the common good as well as to protect the individual must be made, interpreted, supported and enforced.	8.III.A.2	Types of Criminal Offenses.
		8.III.A.3	Location and Type of Crime Lesson.
7.1.8.1	Since respect for the law is essential to democratic government, each citizen in democracy has a responsibility for knowing and obeying the laws.	8.III.A.4	Categorizing types of Crimes.
		8.III.A.5	Police Are . . . Survey.
		8.III.A.6	Juvenile Justice Survey.
		8.III.A.7	Knowledge Survey on Police and Juveniles.
1.6.8.1	Government is influenced by both supporting and dissenting groups.	8.III.A.8	Juvenile Justice Terminology.
1.3.8.1	Local and state governments establish laws that define the rights and responsibilities of its citizens.		
1.7.8.1	People must work together to satisfy the needs of society.		
7.4.8.1	In a democracy the legal system promotes the common good and protects individual rights.		
1.4.8.2	State and local government in Maryland is representative form.	8.III.B.1	County Government Packet. Deals with the function and structure of county government.

Subject: Maryland Studies

Unit: Maryland State and Local Governments

Content Outline

I.B. (Continued)

3. Governor

a. Roles
b. Powers

C. Judicial Branch

1. Responsibilities

2. Structure

a. Court of Appeals
b. Court of Special Appeals
c. Circuit Courts
d. District Courts
e. Special Courts (Juvenile/Orphan)

III. Local Government

A. Function

1. Power

2. Duties/Qualifications

B. Structure

1. Commissioners

a. Duties
b. Responsibilities

Subject: Maryland Studies

Unit: Maryland State and Local Governments

Grade Level Objectives	Activities
1.2.8.1 People have devised government to assume group survival and satisfy many of their needs, desires and aspirations.	8.III.C.1 How Governments Provide Services. Explains the types of services that county government provides.
2.4.8.1 Government has developed monetary, taxation and regulatory policies to meet the needs of society.	8.IV.A.1 How Governments Raise Money. Explains what taxes are and how they are raised. 8.IV.A.2 The Many Kinds of Taxes. Gives an explanation of the kinds/types of taxes used.
7.1.8.1 Since respect for law is essential to democratic government, each citizen in democracy has a responsibility for knowing and obeying the laws. 1.6.8.2 To remain effective, a government must be flexible enough to change.	8.IV.B.1 Sharon's Story; Shoplifting. Deals with shoplifting and its implications. 8.IV.B.2 Proposed Court Reforms. Gives examples of reforms that could be utilized in Maryland courts.
1.7.8.1 People must work together to satisfy the needs of society. 7.5.8.1 Laws to promote the common good, as well as to protect the individual must be made, interpreted, supported and enforced.	8.IV.C.1 Who Should Control Surrounding Environment? Explains state, federal and local controls. 8.IV.C.2 Developing Government Regulations. Deals with regulations to protect Maryland citizens.

Subject: Maryland Studies

Unit: Maryland State and Local Governments

Content Outline

III.B. (Continued)

2. Home Rule (County Executive)

a. Duties
b. Responsibilities

C. Division of Powers

1. Commissioners

2. Sheriff
3. Judge
4. Prosecuting Attorney (State's Attorney)
5. Other Officials

IV. Problems and Issues

A. Taxes

1. Purposes of Taxes

2. Types of Taxes

B. Crime

1. Increase

2. Maryland Courts

C. Conflicting Political Authority

1. State Versus Local Control

2. Regulations

ACTIVITIES

TO

IMPLEMENT THE UNIT

Activity No.: 8.I.A.1

Recommended Time: 2 periods

Title: Crossword Puzzle for State and Local Government

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.1.8.1 2. 1.2.8.1 3. 7.3.8.1	amendment attorney general bicameral bill cabinet court citizenship commissioners committee constitution county delegate democracy district (over)	1. Draw inferences and make generalizations from evidence. 2. Analyze, interpret and evaluate evidence. 3. Explore sources of needed information. 4. Determine how to go about studying the problem or issue. 5. Synthesize evidence.

Content Outline Covered by Activity:

I. Introduction
   A. Definition
      1. Vocabulary
      2. Terminology

Activity:

The purpose of the activity is to familarize students with common definitions of terms necessary for successful completion of this unit.

1. The teacher will give each student a crossword puzzle made up of 25 words which will be used throughout the unit. This puzzle already has answers, but is missing definition clues. (see attached puzzle)
2. The teacher will direct the students to develop the definition clues which could normally be used to complete the puzzle.
3. Once the students have completed the clue section, the class should have a question/answer type review.

Materials:

Crossword puzzle "State and Local Government."

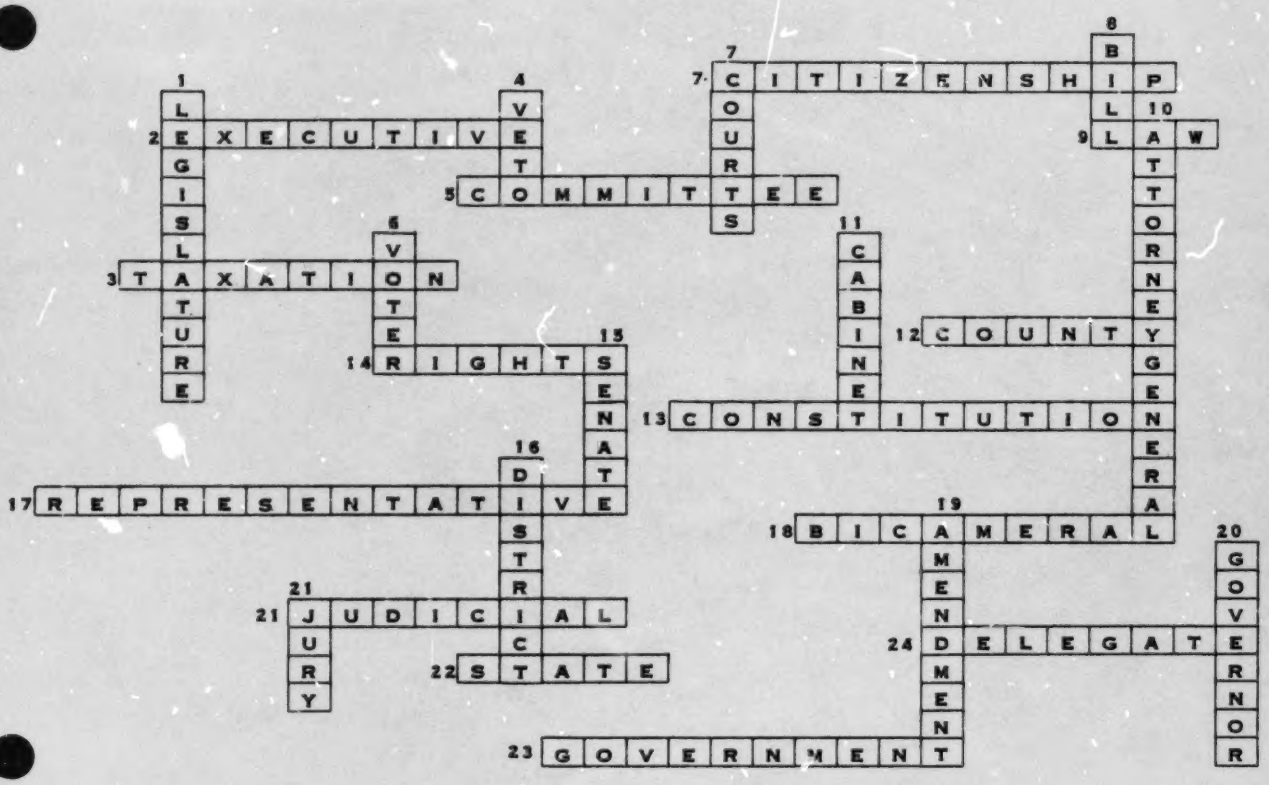
Adaptation for Other Levels:

Play a Jeopardy Game by providing answers on an answer board and having teams of students provide questions.

Vocabulary: (continued)

executive
government
governor
judicial
jury
law
legislature
representative
rights
senate
state
taxation
veto
vote

State and Local Government



CLUES

Across

2
3
5
7
9
12
13
14
17
18
21
22
23
24

Down

1 (Example: Makes laws.)
4
6
7
8
10
11
15
16
19
20
21

Activity No.: 8.I.B.1

Title: Maryland Government Packet

Recommended Time: 1 period

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.2.8.2 2. 1.4.8.1 3. 1.4.8.2 4. 4.3.8.2 5. 7.3.8.1	amendment constitution county executive government judicial laws legislative	1. Discuss ideas that are pertinent to the items studied. 2. Summarize information. 3. Draw inferences and make generalizations from evidence. 4. Use logical reasoning and problem-solving skills when approaching personal and/or group problems or issues. 5. Raise questions for group to consider.

Content Outline Covered by Activity:

I. Introduction
   B. History
      1. State
         a. Constitution
         b. Amendments

Activity:

The teacher will give each student the "Maryland Government" handout covering Maryland's governmental history and structure.

The teacher should direct the students to read the reading either orally or individually and then answer the self-summary questions.

Once everyone has completed the packet and questions, the class should have a teacher-directed discussion concerned with the major points described in the reading (i.e.; constitution, branches of government, county government, law and amendments).

Materials:

Reading "Maryland."

Adaptation for Other Levels:

Maryland Government

Do you belong to a Little League baseball team? How about football, basketball, or perhaps a gymnastics group? Well, try to imagine how your team or group would do if you didn't have rules. Or if you didn't have a manager? Or if you didn't have an umpire or a referee?

You probably wouldn't play very well. Without a manager you probably wouldn't learn how to improve or gain new skills. And you probably would have arguments with your teammates and the other team. Without rules you would not know if you were right or wrong. Without an umpire or referee you would never get anything settled.

To get things done and to avoid and settle disputes, we have to have people like managers and referees. We also need things like rules, too.

The way your Little League is set up reminds us of a government. We are now going to look at Maryland's government and see how this is so.

OUR CONSTITUTION

Maryland became a state in 1776. That was the year our nation declared it was free from England. This makes us one of the oldest states in the Union. There have been many changes in our state government down through the years, but the main goal of our government has always been the same. That goal is to serve the people of Maryland.

In order to serve the people, a set of rules was needed to explain how our government would be run. Your Little League team has a similar set of rules to explain the way it works. In government we call this set of rules a constitution. It lists many of the rights that the people have. And all state laws must agree with the state constitution.

Maryland has had four constitutions. The first was written in 1776. Changes caused new constitutions to be written in 1851 and again in 1864. Today we abide by the rules of the fourth constitution. It was written in 1867.

Your Little League manager probably has a book which is divided into two parts. One part tells him the rules for the game in your league. The other part tells him how the league is set up or organized. That's very similar to our state constitution.

The first part of our constitution is called the Declaration of Rights. It lists all the rights that every citizen of Maryland must have. There are 45 sections or articles in the Declaration of Rights.

The second part of Maryland's constitution is called the Frame of Government. It tells exactly how the state government is to be organized. It also gives the duties of each official in the government. There are 18 sections or articles in this part of the constitution.

OUR GOVERNMENT ORGANIZATION

Just like the United States government, Maryland's government is divided into three parts or branches. The three branches are the executive branch, the legislative branch, and the judicial branch. Let's take a closer look at what each one does.

The Executive Branch

This part of our government carries out the laws. It is headed by the governor. He is in charge of carrying out the laws of the state. In some ways he is like the manager of your baseball team, but he is more like the person who runs the whole league.

The governor is helped or assisted in his work by many people. These people include someone called a lieutenant-governor.

Our governor is elected by the people of the state for a period of four years. We say he serves a four-year term of office.

The Legislative Branch

If the executive branch carries out the laws, then someone else must write the laws. That job is done by the legislative branch of government. Maryland's legislative branch is known as the General Assembly.

The General Assembly is divided into two parts which we call houses. One part is the Senate. We call its members senators. The Senate is also called the upper house.

The other part of the General Assembly is the House of Delegates. Its members are called delegates. The House of Delegates is known as the lower house of our legislative branch.

Our state is divided into many areas or districts. Each district has a certain number of senators and delegates. They are elected by the people who live in their district. Their term of office is four years.

The Judicial Branch

The legislative branch makes the laws. The executive branch carries out the laws. Someone has to make sure that the laws are followed. We say that they enforce the law. This job is done by the state court system. Our courts make up the judicial branch of the government.

The judicial branch is similar to an umpire in a baseball game. If there is an argument over the meaning of a state law, it is often settled in a state court. Do you see how this compares to an umpire explaining the rules to your Little League team?

People who break laws and are arrested are also tried in state courts.

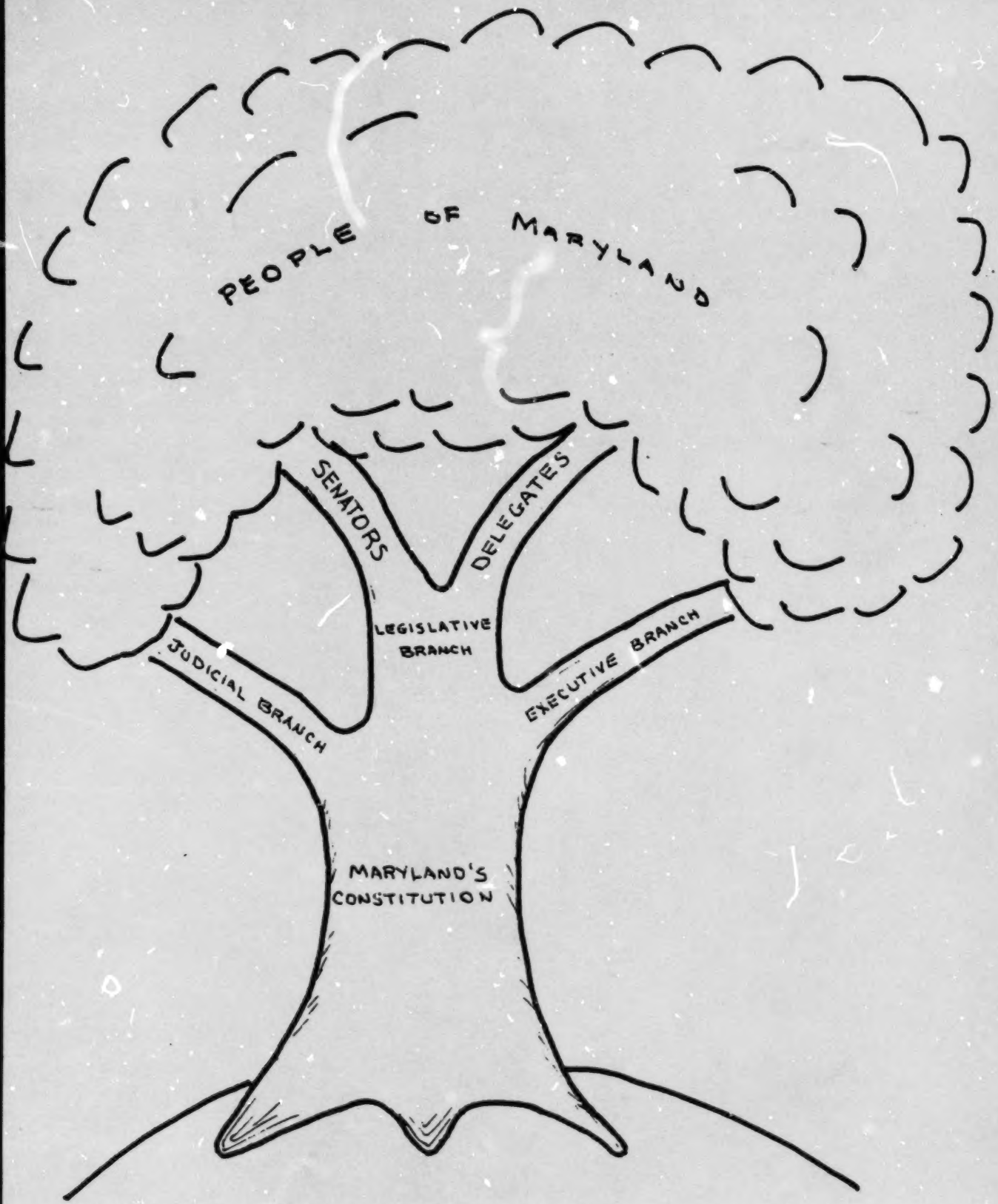
The four types of courts in Maryland's judicial branch are the District Courts, the Circuit or Trial Courts, the Court of Special Appeals, and the Court of Appeals.

County Governments

Do you remember how many counties there are in Maryland? There are 23. Each one of the counties and Baltimore City has its own form of local government. These local governments are smaller than the state government. And, they must work very closely with the state government in order to serve the citizens of the counties and cities.

County governments are mainly concerned with education, highways, health, and welfare of the people who live in a certain county.

To serve the people. To get things done. To avoid and settle disputes. These are the jobs of our government. We should all become good citizens and know what is going on in our state and county. If we do, then our government will continue to serve us.



MARYLAND GOVERNMENT

The laws of our state help us get things done. They let Marylanders know what they can and can't do. Our safety and welfare (good, productive lives) are protected by the laws of the state.

Can you see why it is important to elect good representativez to make or change Maryland's laws? Perhaps this list of rights and laws may help you understand becter. . . .

Our Constitution Tells Us:	Our Laws Tell Us:
1. Marylanders shall choose their own senators and delegates (representatives).	1. When elections will be held- Where elections will be held- How old you must be in order to vote-
2. Marylanders shall live in a safe state.	2. What speed limits shall be on roads- Where stop signs shall be placed- To stop for school buses that are loading or unloading- Jails must be build and operated.
3. Marylanders shall have the right to an education.	3. When schools will open and close- What subjects will be studied- How old students must be to go to school.
4. Marylanders shall have freedom of religion.	4. No one can be punished because of his religion- No one must join any religion- Your religion cannot keep you from getting a job-
5. Marylanders shall pay taxes to support their government.	5. How much taxes will be- What items will be taxed- What items will not be taxed- When taxes will be paid-

One of the most important factors of our constitution is that it is flexible. The writers of our constitution know that our plan of government would have to meet the needs of a growing state and nation. In order to allow our constitution to adapt to new circumstances we have amendments, which are written changes made in the constitution.

MARYLAND'S GOVERNMENT - A SELF-SUMMARY

Government is pretty difficult to understand. And, in this chapter there is plenty of information about our state's government. But, don't get confused. Use the chapter to find the answers to the following fill-in-the-blanks. When you are finished, you will have a good summary of the most important facts about Maryland's government.

All of the statements are in the same order that they appear in the chapter.

Good luck.

1. Maryland became a state in the year _____.
2. The goal of our state government is to _____the people of Maryland.
3. In government, we call a set of rules and rights for the people a _____.
4. Our constitution is divided into _____ parts. The _____ of _____ lists the rights of every Maryland citizen.
5. The _____ of _____ tells how the government is to be _____. It also tells the _____of each official.
6. Our government has _____ parts or branches.
7. The _____ branch carries out the laws.
8. It is headed by the _____. He serves a _____-year term of office.
9. The legislative branch writes the _____. It is also called the _____ _____.
10. The General Assembly is made up of two parts or _____.
11. The _____ is the upper house. Its members are called _____.
12. The lower house is the _____ of _____. Its members are called _____.
13. Members of both houses in the General Assembly are elected by the people living in their _____. Their term of office is _____ years, just like the governor's.
14. The _____ branch carries out the laws. It makes sure that laws are enforced or followed.
15. Our _____ make up the judicial branch.
16. Each of Maryland's counties and Baltimore City has its own form of local _____.
17. To serve the _____.
18. To get things _____.
19. To avoid and settle _____.
20. Numbers 17, 18, and 19 are all the jobs of our _____.

It would be nice if all of Maryland's citizens could get together to vote on laws and changes. However, there are over 4,000,000 people living in Maryland today. That is why we elect representatives to vote and make changes for us. These representatives come from each of our state's districts. Those representatives are members of our state Senate and House of Delegates.

Title: St. Mary's Tourist Brochure

Activity No.: 8.I.B.2

Recommended Time: 2 periods

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.7.8.1 2. 1.7.8.2 3. 2.7.8.1 4. 4.3.8.2 5. 7.6.8.2	brochure county government commissioners tourist historic	1. Draw conclusions based on all available information. 2. Compare and combine data presented by a number of graphs, tables, or charts with data from other sources. 3. Use logical reasoning and problem-solving skills when approaching personal and/or group problems and issues. 4. Constructively critique values and ideas. 5. Explore sources of needed information.

Content Outline Covered by Activity:

I. Introduction
   B. History
      2. Local
         a. Past Governmental Organizations
         b. Forefathers/Political Leaders

Activity:

The teacher will break the class up into 2-and 3-person groups. Each group will be given paper art supplies and will be told that they work for the St. Mary's County government.

Students will then be told that the job of each group is to develop a tourist business environmental brochure which advertises the historical and governmental aspects of the county. (St. Mary's City, commission plan for government.)

Students will be informed that there is a 1½ period time limit and that they may use any material or information that they can find to make their brochure. The only limitation is that they must explain why they chose the topic and tell why it is important to their group.

The last half of the second period is provided for groups to show and explain their brochures to the rest of the class. At the end of each presentation the rest of the class will critique the brochure.

Materials:

Adaptation for Other Levels:

Activity No.: 8.II.A.1

Title: Overview of the Legislature Packet

Recommended Time: 1 period

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.4.8.2 2. 1.6.8.1 3. 7.5.8.1	district General Assembly legislature House of Delegates Senate committees	1. Draw conclusions based on all available information. 2. Arrange events, facts, or ideas in sequence. 3. Construct graphs, tables and charts. 4. Help to decide reporting procedures. 5. Encourage the contribution of others.

Content Outline Covered by Activity:

II. State Government
  A. Legislative Branch
    1. Responsibilities
    2. Structure
    3. Qualifications

Activity:

The teacher will give to each student the reading entitled, "Overview of the Legislature." Students will be instructed to read the packet.

Students will then show that they understand the responsibilities and structure of the legislative branch by drawing a flow chart and including in the chart an explanation of each heading.

One or two students should be asked to volunteer to explain to the rest of their classmates the flow chart that they developed.

The teacher will then summarize by asking questions concerning the responsibilities and structure of the legislature in a full class discussion/review. Examples include: How many houses are in the Maryland State Legislature? What do senators do? Why do we have committees in the key branch? etc.

Materials:

Reading "Overview of the Legislature."

Adaptation for Other Levels:

OVERVIEW OF THE LEGISLATURE

I. Structure

A. The Maryland General Assembly is made up of two Chambers, the House of Delegates and State Senate.
B. Maryland is divided into 47 legislative districts. Each district elects one senator and three delegates.

II. The House of Delegates

A. The Presiding Officer of the House of Delegates is called the Speaker of the House.
B. There are 141 members of the House of Delegates.
C. You have to be at least 21 years old to be a Delegate, and Delegates serve a four year term.

III. The State Senate

A. The Presiding Officer of the State Senate is called the President of the Senate.
B. There are 47 senators.
C. You have to be at least 25 to be a State Senator, and senators serve four year terms.

IV. Roles and Duties of Legislator

A. Introduces, votes on, and enacts legislation (laws).
B. Works as part of a committee.
C. Tries to find legislative remedies for problems.
D. Acts as a go-between for constituents and state agencies.

V. Standing Committees

A. A permanent House or Senate Committee that considers bills in a certain field.
B. House of Delegates

Appropriations
Environmental Matters
Economic Matters
Judiciary
Constitutional and Administrative Law
Ways and Means

C. State Senate

Budget and Taxation
Constitutional Law
Economic Affairs
Finance
Judicial Proceedings

Activity No.: 8.II.A.2

Recommended Time: 1 period

Title: Maryland Assembly Rules Packet

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.7.8.1 2. 7.1.8.1 3. 7.4.8.1	bills laws order of business debate presiding officer motion vote adjourn recess postpone commit appeal division of question	1. Discuss ideas that are pertinent to the topic being studied. 2. Recognize values and ideas. 3. Evaluate the decision-making process. 4. Follow the plan as a guide for action. 5. Encourage the contribution of others.

Content Outline Covered by Activity:

II. State Government
  A. Legislative Branch
    2. Structure
    4. Passage of Bills

Activity:

Give students the reading entitled, "Rules Packet." Direct students to read the information.

Once everyone has read, discuss with the class the major parliamentary rules and why the General Assembly uses these procedures.

When students show an understanding of the major concepts covered in the packet, break the class up into two teams (Example: boys, girls) and play a game. The purpose of the game is for the teacher to ask a motion (last list on page) and for the student to explain what it might mean. Any answer is acceptable if the explanation is applicable.

Materials:

Reading "Rules Packet."

Adaptation for Other Levels:

RULES PACKET

A. Order of Business

1. The order of business shall be as follows:
   a. Introduction of visitors.
   b. Presentation of orders.
   c. Introduction of bills.
   d. Introduction of resolutions
   e. Laid over bills and unfinished business.
   f. Reports of select committees.
   g. Reports of standing committees.
   h. Special orders of the day.
   i. Bills and resolutions ready for third reading.

2. The order of business may be changed by the Presiding Officer, unless a majority of the Members present object.

3. Each time the chamber begins again at the top of the order of business a new legislative day begins also. A legislative day is the time it take to go from step (a) in the order of business to step (i).

B. Debate Procedure

1. Any Member who wishes to make a motion, debate, move an amendment, or speak on any other matter shall rise and address the chair (presiding officer). He may not proceed further until recognized by the chair. If two or more Members desire recognition at the same time, the chair shall decide who is entitled to the floor.

2. No Member may walk across the Chamber or converse privately while the Chair is taking a vote, or while debate is taking place.

3. The sponsor of each bill shall have first speaking privileges.

C. Presiding Officer

1. Shall preserve order during chamber sessions, he may clear the chamber if order can not be obtained and expell a member from the chamber for a period of time if he feels such action will help perserve order.

2. The Presiding Officer assigns bills to their proper committee, assigns the Members to their committees, appoints the chairmen of standing committees, and decides all points of order.

3. All decisions of the Presiding Officer on points of order may be appealed. The motion to appeal the decision of the chair is debatable only if the question being appealed was debatable The Presiding Officer's title shall be called first whenever the role of the chamber is called, and he shall vote on all questions.

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D. Voting

1. Every Member shall vote on each question put to the chamber. Any Member not in order may be denied the right to vote by the Presiding Officer.

2. The usual manner of voting is by voice. The Presiding Officer will call for the "ayes" and "nayes".

3. If any Member doubts the accuracy of a voice vote he may call for "division" and the Presiding Officer must retake the vote by a show of hands.

4. The state constitution requires a roll call vote for final passage of a bill on third reader. A roll call vote may be requested by four delegates or one senator on other questions. During a roll call vote no one can speak unless it is to ask a question about the taking of the vote, and no one may leave the chamber.

5. Votes required
   a. To pass a bill or resolution on third reading; a majority, more than ½ of the members elected shall vote aye.

   b. To suspend the rules; 2/3 of the members elected shall vote aye.

   c. The following require a majority of the members present:
      Adjourn
      Recess
      Reconsideration
      Postpone Indefinitely
      Postpone Definitely
      Previous Question
      Amendments
      Commit
      Recommit
      Appeal the Decision of the Chair.

E. Duties of Members

1. No Member may be absent from the chamber without the leave of the Chair.

2. No member shall refer to another member by their proper name during debate.

3. A quorum shall be ½ of the members elected plus one.

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F. Committees

1. The Presiding Officer shall determine the number, names, and jurisdiction of the standing committees.

2. The Chairman of each committee shall preserve order in and near his committee room. He shall rule on all points of order during committee sessions, and the chairman shall be responsible for making the committee reports to the Chamber. The Chairman may appoint someone to make his report in his absence.

3. Committee reports shall be one of the following:
   a. Favorable
   b. Favorable with amendments
   c. Unfavorable
   d. No recommendation
   e. Tabled

G. Motions

1. ADJOURN- This motion is used only when the order of business is completed and it ends each legislative day. The motion is not debatable and can neither be amended nor reconsidered. If defeated, this motion may not again be made until some legislative business has intervened. The order of business begins anew upon returning from adjournment.

2. RECESS- This motion may be used anytime. It ends each chamber session allowing the chamber to begin again at the same order of business it stopped. This motion can not be amended or reconsidered, and it is not debatable.

3. DIVISION OF QUESTION- If a motion contains more than one substansive proposition, any Member may call for a division of the question, and cause separate votes.

4. RECONSIDERATION-
   a. Once a question is decided, this motion is in order if the matter is still in the possession of the chamber.
   b. If the orginal vote was by roll call any Member voting with the prevailing side may move reconsideration, but if a Bill fails solely for want of a constitutional majority, this motion may be made by any Member, seconded by two, regardless of which side they voted. If the original vote was not by roll call, any Member may move reconsideration.
   c. If the orginal question was debatable, the reconsideration is debatable. If adjournment prevents a vote on reconsideration, it becomes the first item under unfinished business.

G. Motions (continued)

5. POSTPONE INDEFINITELY- This motion is used to kill a bill or motion. Debate is allowed on the motion, and if it is passed the bill or motion it is applied to dies.

6. POSTPONE DEFINITELY- This motion postpones consideration of a bill or motion until a certain time. Debate is restricted to the question of postponement itself. If a matter has been postponed it usually comes up again under special orders of the day.

7. AMEND- This motion is used to alter a bill or resolution. You may amend an amendment, but may not add a third amendment to it. Amendments may not be made on third reader.

8. PREVIOUS QUESTION- This motion is used to end debate on a bill or motion. It is not debatable and if carried it causes an immediate vote.

9. SUSPEND THE RULES- The suspension of any rule requires the concurrence of at least two-thirds of the members elected to the Chamber. This motion is debatable but does not permit debate on the main question. It can neither be reconsidered nor postponed indefinitely. While a suspension of the rules is pending, no motions may be made other than to adjourn or recess. A separate suspension of the rules must be made for each new proposition.

10. BILLS ORDERED FROM COMMITTEE- 2/5 of the members elected may order any committee to return a bill to the chamber regardless of whether or not the committee is finished with the bill.

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PARLIMENTARY PROCEDURE REFERENCE SHEET
Model House of Delegates

MOTION	WHEN IT IS IN ORDER	VOTE NEEDED	SPECIAL CONDITIONS
Adjourn	End of the legislative day	Majority of Members present	Not debatable
Recess	Anytime	"	Not debatable
Reconsideration	Anytime within two legislative days of the original vote.	"	If the first vote was a roll call, you can't move reconsideration unless you won the first vote.
Postpone Indefinitely	Before Vote	"	Debatable
Postpone Definitely	"	"	Debatable
Previous Question	After both Pro and Con	"	Not debatable
Amend	Anytime	"	Debatable
Commit Recommit	"	"	Debatable
Divide the Question	"	one member	Not debatable
Call for Division	After the vote	one member	Not debatable
Request for Roll Call vote	Before vote	Four Delegates	Not debatable
Suspend the Rules	Anytime	2/3 of elected	Debatable
Appeal Decision of the Chair	After decision	Majority Present	Debatable

Activity No.: 8.II.A.3

Title: How a Bill Is Enacted Into Law Packet

Recommended Time: 2 periods

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.7.8.1 2. 3.1.8.2 3. 7.1.8.1 4. 7.5.8.1	bill reading conference committee Delegate	1. Recognize values and ideas. 2. Evaluate the decision-making process. 3. Analyze ways groups work. 4. Follow the plan as a guide for action.

Content Outline Covered by Activity:

II. State Government
  A. Legislative Branch
    4. Passage of Bills

Activity:

Give students reading entitled, "How a Bill Is Enacted Into Law," and have the students read this material.

Once everyone has read through the packet, the teacher will explain and answer questions that the students may have.

When everyone is satisfied that they have an understanding of how bills become law the class will then role play the skit "Legislative Script" to see how the legislature actually works.

Assign roles/characters to students and proceed through the play.

When the play is finished have a class discussion which focuses on the main points of the reading and the skit.

Emphasize important concepts covered and clear up any confusing points with which students may be having problems.

Materials:

Reading "How a Bill Is Enacted Into Law" and skit "Legislative Script."

Adaptation for Other Levels:

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HOW A BILL IS ENACTED INTO LAW

1. FIRST READING

The title of the Bill is read in the Chamber of which its sponsor is a member, and then is referred to committee according to its subject matter by the Presiding Officer.

2. COMMITTEE CONSIDERATION

Each standing committee receives a list of items for consideration. The committee purpose being to revise and report Bills as well as to kill certain proposals, thus preventing them from reaching the floor for consideration. The committee hears testimony on the Bill from its sponsor and other interested persons and debates the Bill's merits. The committee may make amendments of style or substance, so as to make it conform or to modify its effect. The committee then votes to determine if the Bill should be:

* Tabled, so as not to reach the floor for consideration unless petitioned from the committee.
* Reported Unfavorably, which report, if adopted by the Chamber, has the effect of killing the Bill for the Session.
* Reported without recommendation, which report puts the Bill before the Chamber with no committee guidelines.
* Reported Favorably, as amended by the committee.
* Reported Favorably (without amendments).

3. SECOND READING

If the Bill is reported out of committee, or is petitioned out, it is read, by title, a second time, along with the committee report. Until the disposition of the report, the Bill itself cannot be acted upon. The report can be adopted, amended or rejected at this time, any of which actions (depending on the type of report) either puts the Bill itself before the Chamber or kills it. Once the Bill itself is before the Chamber, it is open to amendment by the members of the floor. If the Bill passes Second Reading, it is "laid over" to Third Reading, to occur the next "Legislative Day".

4. THIRD READING

This is the vote on the Bill for final passage. At the last reading debate is not customary, but may take place with attention centered on the measure as a whole. No amendments may be presented at this stage. The Bill must pass on a roll call vote with an affirmative majority of the entire number of members elected. If the Bill is placed on Consent Calendar, there is no debate. After passing the Third Reading, the Bill or resolution receives a certification signature from the Presiding Officer and begins the entire process again, in the opposite Chamber.

5. ACTION IN SECOND CHAMBER

This is the same as in the Chamber of origin, except that a Bill may be amended on Third Reading in the Second Chamber. A Bill unamended in the Second Chamber goes to the Governor.

6. SECOND CONSIDERATION IN CHAMBER OF ORIGIN

If a Bill is amended in the Second Chamber so as to make it differ from the Bill as passed in the Chamber of origin, it must be returned to that Chamber for concurrence in the amendments. If the Chamber refuses to concur, the Bill goes to a Conference Committee composed of members of both Chambers.

7. CONFERENCE COMMITTEE

The members of this committee try to work out the differences in each Chamber's version of the Bill. It reports to both Chambers on a unified Bill. This report cannot be amended, and must be accepted by both Chambers or the Bills fail. If passed by both Chambers, the Bill goes to the Governor.

LEGISLATIVE SCRIPT

Characters:

1. Speaker of the House - Teacher (If female, change Mr. Speaker to Madam Speaker in the script.)
2. Delegate Adams - Student
3. Delegate Smith - Student
4. Delegate Hart - Student
5. Delegate Riley - Student
6. Delegate Jones - Student
7. Delegate Freeman - Student
8. Delegate Wilson - Student
9. Delegate Johnson - Student
10. Delegate Jackson - Student
11. Narrator - Student
12. Other Delegates - Everyone
13. Committee Chairman - Student
14. Clerk - Student

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NARRATOR: Inside the House Chamber, the Speaker is beginning to give House Bill Number 2 its first reading.

SPEAKER: Would the Delegates please come to order! We will begin with the first order of business, introduction of visitors, there are none. The second order of business is presentation of orders, there are none. The third order of business is introduction of bills, and we have House Bill Number 2 to introduce. (Speaker is to read from House of Delegates down to but not including section 1, on the model bill.)

DELEGATE ADAMS: Mr. Speaker

SPEAKER: The chair recognizes Delegate Adams

DELEGATE ADAMS: I move to recess

DELEGATE SMITH: Second

SPEAKER: All those in favor please signify by saying "aye."

OTHER DELEGATES: Aye.

SPEAKER: Those opposed please signify by saying "nay."

OTHER DELEGATES: (remain silent)

SPEAKER: The ayes appear to have it, so we will recess.

NARRATOR: Now we are in the Public Welfare committee room.

COMMITTEE CHAIRMAN: The next bill on the agenda is House Bill Number 2. It was written by the Speaker so he will come in and testify on the bill as its sponsor.

SPEAKER: The reason I wrote this bill was to simply save lives. Most racket sports cause a lot of physical stress on the player, and this is when a heart attack is most likely to occur. If these sports facilities employed a person who could perform CPR it would probably save a lot of lives.

COMMITTEE CHAIRMAN: Are there any questions of the sponsor?

DELEGATE HART: Mr. Chairman

COMMITTEE CHAIRMAN: The chair recognizes Delegate Hart.

DELEGATE HART: Mr. Speaker, how much would it cost these businesses to employ a person trained to perform CPR?

SPEAKER: The cheapest way to obey the law would be to send the people already working at these sports facilities to the Red Cross' free class in CPR. This would not cost the business anything.

COMMITTEE CHAIRMAN: Are there any other questions of the sponsor? Since there are none, you are excused Mr. Speaker. Is there someone who wishes to speak against the bill?

DELEGATE RILEY: Mr. Chairman

COMMITTEE CHAIRMAN: I recognize Delegate Riley.

DELEGATE RILEY: I feel this bill is unnecessary. We have gotten along without it for this long and we don't need it now. I don't believe a whole lot of people have heart attacks at these places, because they are mostly people who are in good health.

COMMITTEE CHAIRMAN: Does someone wish to speak for the bill?

DELEGATE HART: Mr. Chairman

COMMITTEE CHAIRMAN: Delegate Hart is recognized.

DELEGATE HART: I think this is a very good bill. It doesn't cost anything to take the Red Cross CPR class. Sure it is an inconvenience, but if it saves one life, isn't it worth the inconvenience?

COMMITTEE CHAIRMAN: Does anyone have anything further to say?

DELEGATE JOHNSON: Mr. Chairman

COMMITTEE CHAIRMAN: I recognize Delegate Johnson.

DELEGATE JOHNSON: To move to amend line 5 by changing pulmonary into one word.

COMMITTEE CHAIRMAN: Does anyone wish to speak against this motion? Since no one does we will take the vote. All those in favor of the amendment say "aye."

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OTHER DELEGATES: Aye

COMMITTEE CHAIRMAN: Those opposed say "nay."

OTHER DELEGATES: (remain silent)

COMMITTEE CHAIRMAN: The amendment passes.

DELEGATE HART: Mr. Chairman

COMMITTEE CHAIRMAN: I recognize Delegate Hart.

DELEGATE HART: I move that we report House Bill Number 2 to the Chamber favorable with amendments. It is a great bill, because it will save lives and doesn't cost anything to obey.

COMMITTEE CHAIRMAN: The pending motion is to report the bill favorably with amendments. Does someone wish to speak against the motion?

DELEGATE RILEY: Mr. Chairman

COMMITTEE CHAIRMAN: I recognize Delegate Riley.

DELEGATE RILEY: Fellow delegates, I urge you to vote against this motion. This bill is unnecessary and a waste of time.

COMMITTEE CHAIRMAN: Does anyone else wish to speak on the motion. Since no one wishes to debate further, we will vote on the motion to give the bill a favorable report with amendments. All those in favor please signify by saying "aye."

OTHER DELEGATES: Aye

COMMITTEE CHAIRMAN: All those opposed say "nay."

DELEGATE RILEY AND DELEGATE SMITH: Nay

COMMITTEE CHAIRMAN: The motion passes.

DELEGATE HART: Mr. Chairman

COMMITTEE CHAIRMAN: I recognize Delegate Hart.

DELEGATE HART: I move to recess.

COMMITTEE CHAIRMAN: All those in favor say "aye."

OTHER DELEGATES: Aye

COMMITTEE CHAIRMAN: Those opposed say "nay."

OTHER DELEGATES: (remain silent)

COMMITTEE CHAIRMAN: We stand in recess.

NARRATOR: We are now back in the House Chamber where the Chairman of the committee on Public Welfare is making his report on House Bill Number 2.

COMMITTEE CHAIRMAN: Mr. Speaker, the House committee on Public Welfare wishes to report House Bill Number 2 out favorably with one amendment. The amendment changes pulmonary into one word in line 5. The committee felt the bill was a good idea, and that it would save lives. There was one dissenting opinion, a Delegate felt it was an unnecessary inconvenience.

SPEAKER: Does anyone have any questions for the committee chairman about this report?

COMMITTEE CHAIRMAN: (pause) Since there are no questions, I move the adoption of the committee's report.

DELEGATE FREEMAN: Second

SPEAKER: All those in favor of adopting the committee's report say "aye."

OTHER DELEGATES: Aye

SPEAKER: Those opposed say "nay."

DELEGATES RILEY, SMITH, AND WILSON: Nay

SPEAKER: The committee report is adopted and now the bill is on second reader. The sponsor of the bill gets to debate first. Since I am the sponsor, I will let Delegate Hart speak on my behalf.

DELEGATE HART: The bill is designed to protect the lives of people who play racket sports. These sports put a tremendous amount of pressure and physical stress on the player. This increases the chances of heart attack or other injury. If someone is nearby and knows CPR it may save a life. The Red Cross offers free CPR classes, so it would not cost the business anything to send a few employees to the class.

SPEAKER: Does anyone have a question for the Delegate?

DELEGATE JONES: Mr. Speaker

SPEAKER: I recognize Delegate Jones.

DELEGATE JONES: How many lives do you think this bill will save?

DELEGATE HART: I don't know, but if it saves one it is worthwhile.

SPEAKER: (looks around the room) Since there are no more questions, does anyone wish to speak against the bill?

DELEGATE JACKSON: Mr. Speaker

SPEAKER: I recognize Delegate Jackson.

DELEGATE JACKSON: I think Delegate Hart was . . . .

SPEAKER: You are out of order! The rules prohibit any Delegate from referring to another Delegate by their proper name.

DELEGATE JACKSON: I apologize for the slip. One of the Delegates has misled the Chamber into thinking that this bill won't cost the business anything because the class is free, but the employer has to pay the employees their salary while they are away from work taking the class. If an employee gets $8 dollars an hour, and the class takes 20 hours to complete, it will cost the business $160 for one employee to learn CPR.

SPEAKER: Does anyone have a question for the Delegate? (pause) Seeing none, does anyone wish to speak for the bill?

DELEGATES HART AND ADAMS: Mr. Speaker

SPEAKER: Delegate Adams

DELEGATE ADAMS: I don't argue that this bill will cost businesses more to implement than we originally thought, but we must look beyond money. I am sure this bill will save lives, and you can't put a price tag on life. We have a responsibility to Marylanders to help protect their lives, and to do what is in the public's interest. Think of the lives it will save, the families who won't lose a loved one because someone knew CPR.

SPEAKER: Are there any questions of the Delegate? (pause) Since there are none, does anyone wish to speak against the bill?

DELEGATE FREEMAN: Mr. Speaker

SPEAKER: Delegate Freeman

DELEGATE FREEMAN: I move to previous question.

DELEGATE HART: Second

SPEAKER: All those in favor of the previous question please say "aye."

OTHER DELEGATES: Aye

SPEAKER: All of those opposed say "nay."

OTHER DELEGATES: (remain silent)

SPEAKER: The motion carries. We will move directly to the vote on passage to third reader. All of those in favor say "aye."

OTHER DELEGATES: Aye

SPEAKER: Those opposed say "nay."

DELEGATES RILEY, SMITH, JACKSON AND WILSON: Nay

SPEAKER: The bill passes to third reading and will come up during the next legislative day.

NARRATOR: We skip in time to the end of the next legislative day.

SPEAKER: The last order of business is bills and resolutions ready for third reading, and we have one, House Bill Number 2. The sponsor has first speaking rights, and since I am the sponsor, I will again let Delegate Hart speak on my behalf.

DELEGATE HART: I will be brief since we just had debate on this bill the last legislative day. This bill will undoubtedly save lives, and this fact alone outweighs all of the concerns of money and inconvenience. Fellow Delegates, I urge you to support this bill which is clearly in the public's best interest, and the public is who we serve.

SPEAKER: Does someone wish to speak against the bill?

DELEGATE RILEY: Mr. Speaker

SPEAKER: You have the floor, proceed.

DELEGATE RILEY: I have opposed this bill from the very beginning. It will be costly, unnecessary, time consuming, and unfair to the businessman. I also don't believe the government should make a habit of telling a private business who it must hire. We live under a free enterprise system which is supposed to operate without a lot of government interference. This bill goes against this principle.

SPEAKER: Does anyone else wish to speak?

DELEGATE JONES: I move the previous question.

DELEGATE HART: Second

SPEAKER: All those in favor say "aye."

OTHER DELEGATES: Aye

SPEAKER: Those opposed say "nay."

OTHER DELEGATES: (remain silent)

SPEAKER: The ayes have it. We shall have an immediate vote. Since the bill is on third reading, we must have a roll call vote. The clerk will call the roll.

CLERK: Mr. Speaker

SPEAKER: Aye

CLERK: Delegate Riley

DELEGATE RILEY: Nay

CLERK: Delegate Hart

DELEGATE HART: Aye

NARRATOR: The vote was 50 in favor and 20 against, so the bill passed! The actual process is much longer. Our script is just supposed to give you a taste of the real thing and give you a feel for the rules.

Activity No.: 8.II.A.4

Recommended Time: 2-4 periods

Title: Bill Writing Skills Packet

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.1.8.1 2. 1.2.8.1 3. 1.3.8.1 4. 1.7.8.1 5. 7.4.8.1	bill effective clause purpose paragraph sections state control the short title title paragraph	1. Classify information into generalities and specifics. 2. Select the main idea and supporting fact. 3. Recognize areas for future studies. 4. Identify options available for solving a problem. 5. Follow the plan as a guide for action.

Content Outline Covered by Activity:

II. State Government
  A. Legislative Branch
    4. Passage of Bills

Activity:

Give each student the handout "Bill Writing." Have students read over the bill format and the main parts of a bill.

Have students identify each part of the sample bill on page 2.

Using a class discussion format, check student answers and have students volunteers give the answers and explain each part of the sample bill.

Once students have successfully completed the parts of a bill, have the students identify the areas of state control over which bills/laws have jurisdiction.

Have a discussion on the types of issues, items, topics for which the Maryland legislative branch may/can write laws.

Using the "Bill Format" on page 4, have students select topics for a bill and write/research their topics. Any topic is acceptable as long as it can be researched and/or it is within the jurisdiction of the Maryland Legislative Branch (see page 3).

Materials:

Reading "Bill Writing."

Adaptation for Other Levels:

BILL WRITING

The Main Parts of a Bill

1. TITLE PARAGRAPH - The title paragraph is designed to give the delegate and senators a short introduction to the topic with which the bill deals, and a brief summary of what the bill says.

2. THE SHORT TITLE - This part of the bill is supposed to inform the reader of the topic with which the bill deals.

3. THE PURPOSE PARAGRAPH - The purpose paragraph briefly tells the reader what the bill is designed to do. There is one thing to watch out for when you write a purpose paragraph. Do not include things you HOPE the bill will do, only include what the bill will acturally do. For example, in the model bill it would be incorrect to say that one of the purposes of the bill was to save lives, because we don't know for sure that it will save lives. This is called "debate in title."

4. SECTIONS - Each section deals with a specific part of the law including the mandate, enforcement, penalities, etc.

5. EFFECTIVE CLAUSE - The last section of each bill must be the effective clause which gives the date the law will take effect. The standard date is July 1.

BILL WRITING

HOUSE OF DELEGATES

NO. _____ → _____

By: The Speaker
Introduced and read for first time: March 20, 1981 →
Assigned to: Public Welfare/Health, Education and Welfare

Committee Report:
House Action:
Read Second Time:

A BILL ENTITLED

AN ACT concerning
(Racket Sports Facilities - Personnel Requirement)

FOR the purpose of requiring certain racket sports facilities to have on the premises at all times during business hours personnel certified to administer cardiopulmonary resuscitation (CPR).

SECTION 1. BE IT ENACTED BY THE MODEL GENERAL ASSEMBLY OF MARYLAND, That all privately owned and commerically operated indoor racket sports facilities shall have on the premises at all times during business hours personnel who are certified to administer cardiopulmonary resuscitation (CPR).

SECTION 2. BE IT FURTHER ENACTED, That indoor racket sports facilities that do not comply with this act shall lost their operating license until such time that they come into compliance.

SECTION 3. BE IT FURTHER ENACTED, That this ACT shall take effect July 1, 1983.

BILL WRITING

Committee to Which the Bill is Assigned

HOUSE OF DELEGATES

NO. _____ → Bill Number

Author of the Bill

By: The Speaker
Introduced and read for first time: March 20, 1981 → Date of First Reading
Assigned to: Public Welfare/Health, Education and Welfare

Committee Report:
House Action:
Read Second Time:

A BILL ENTITLED

Title Paragraph

AN ACT concerning
(Racket Sports Facilities - Personnel Requirement)

FOR the purpose of requiring certain racket sports facilities to have on the premises at all times during business hours personnel certified to administer cardiopulmonary resuscitation (CPR).

Purpose Paragraph

SECTION 1. BE IT ENACTED BY THE MODEL GENERAL ASSEMBLY OF MARYLAND, That all privately owned and commerically operated indoor racket sports facilities shall have on the premises at all times during business hours personnel who are certified to administer cardiopulmonary resuscitation (CPR).

SECTION 2. BE IT FURTHER ENACTED, That indoor racket sports facilities that do not comply with this act shall lost their operating license until such time that they come into compliance.

SECTION 3. BE IT FURTHER ENACTED, That this ACT shall take effect July 1, 1983.

↑
Effective Clause

AREAS OF STATE CONTROL

This sheet is designed to give you a list of the general areas under state control. When you write your bill remember you can only write about things under state control. The words that are in all capitals are the general subject areas under state control. The rest is a collection of possible topics for bills under each subject area. Feel free to write about other topics under the general subject areas if you wish.

1. CRIMINAL LAW - drug use, shoplifting, murder/rape, bad checks, gun control. (Along with each crime the bill should also provide the penalty.)

2. TRAFFIC LAW - driver's licence requirements, drunk driving, right turn on red, motorcycle helmets, vehicle inspections, safety equipment for motor vehicles.

3. EDUCATION - graduation requirements, mandatory courses, teacher's qualifications, student members on state's and county's board of education.

4. ENVIRONMENTAL PROTECTION - hunting and fishing regulation, waste dumps, mandatory bottle deposits, pollution.

5. FAMILY LAW - marriage laws, divorce, custody of children, age of majority, parents' rights and liabilities, drinking age.

6. BUSINESS REGULATION - truthful advertising, child labor laws, work permits, fraud.

7. STATE COURTS - cameras in the courtroom, juvenile laws, probation, insanity plea, death penalty.

8. SOCIAL PROGRAMS - unemployment benefits, welfare, state funding of abortion, public parks.

9. STATE TAXES - tax credits for parents who send their children to private schools, exemptions and rates in general.

10. STATE AGENCIES - hiring requirements, affirmative action, state holidays.

BILL FORMAT

H O U S E O F D E L E G A T E S

NO. ___

By: Delegate _____ (Last Name)
Introduced and Read First Time:
Assigned to:

Committee Report:
House Action:
Read Second Time:

A BILL ENTITLED

AN ACT Concerning

FOR the purpose of

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That

SECTION 2. BE IT FURTHER ENACTED, That this act shall take effect July 1, 1983.

INSTRUCTIONS: Use this form to write your own bill. Fill in all the blanks except the bill number. Please PRINT clearly.

IF YOU NEED MORE ROOM USE THE BACK!

Activity No.: 8.II.A.5

Title: Legislative Simulation

Recommended Time: 2-4

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.3.8.2 2. 1.7.8.1 3. 7.5.8.1	bills effective clause purpose paragraph sections short title title paragraph	1. Arrange events, facts or incidents in sequence. 2. Reach tentative conclusions drawn from two or more sources. 3. Examine reasons for contradictions in evidence. 4. Identify the meaning and significance of tht title. 5. Examine personal values and ideas. 6. Demonstrate a sense of justice. 7. Suggest and/or consider alternatives. 8. Listen to proposals from others. 9. Help resolve different opinions. 10. Follow the plan as a guide for action.

Content Outline Covered by Activity:

II. State Government
  A. Legislative Branch
    4. Passage of Bills

Activity:

Once activity 8.II.A.4 has been completed, students may simulate a legislative session using their bills as if they were real bills used in Annapolis.

Select an appropriate speaker of the house and explain to students that the parliamentary procedures used in the play are to be used throughout the simulation.

Once everyone understands the simulation rules (parliamentary procedures), students begin the session using motions and debate. (Note not all bills will be used due to time, but it is recommended that in order to get everyone involved, no bill should be stopped by the teacher. Let students police their own session.)

Continue the simulation no longer than four sessions. After the sessions are finished, use a class discussion to talk about who, what, and why the session ran as it did.

Materials:

Adaptation for Other Levels:

Activity No.: 8.II.B.1

Recommended Time: 1 period

Title: The State Executive Branch Packet

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.1.8.1 2. 1.4.8.1 3. 1.7.8.1	attorney general audition executive governor lieutenant governor secretary of state treasurer	1. Reach tentative conclusion drawn from two or more sources. 2. Draw conclusion based on all available information. 3. Analyze, interpret, and evaluate evidence. 4. Draw conclusions and/or take effective action.

Content Outline Covered by Activity:

II. State Government
  B. Executive Branch
    1. Responsibilities

Activity:

Give students the reading entitled "The State Executive Branch," pages 317 to 320 in Civics for Americans.

Have students read the packet and answer the section review on the last page.

Finish the packet by going through each question in the section review, discussing major concepts and points (example: enforces laws).

Ask students questions to check for understanding. Some questions might include: How is this branch of government different from the legislative branch? Why does this branch have different responsibilities than the legislative branch?

Materials:

Reading "The State Executive Branch" from Patrick, John J. Civics for Americans. Scott, Foresman and Company, 1980.

Adaptation for Other Levels:

Activity No.: 8.II.B.2

Title: State Executive Officials

Recommended Time: 1 period

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.2.8.1 2. 1.2.8.2 3. 3.3.8.1	Attorney General Board of Public Works Comptroller Governor's Executive Council proclamation taxes Treasurer	1. Synthesize evidence. 2. Analyze, interpret, and evaluate evidence. 3. Select main idea and supporting facts. 4. Encourage the contributions of others. 5. Evaluate accomplishments in terms of goals.

Content Outline Covered by Activity:

II. State Government
  B. Executive Branch
    2. Structure

Activity:

Give each student the reading entitled, "State Officials" pages 10 to 14 in Maryland State Government. Have the students read the information.

Once students have read, have them answer the questions at the end of the section.

Using questioning and answering techniques, go through each question to clear up any confusing points.

Check for comprehension by giving a short true/false quiz concerned with the Comptroller, Secretary of State, Attorney General, Treasurer, Board of Public Works, and Executive Council. (See attached sheet for examples and/or ideas for quiz questions.)

Materials:

Reading "State Officials" from Corddry, George H. Maryland State Government. Media materials, 1972.

Example Questions for Quiz.

Adaptation for Other Levels:

Example Questions for Quiz

1. Not all of Maryland's executive officials are appointed by the governor.
2. The Governor's Executive Council supervises the agencies that make up the executive branch.
3. The Attorney General is the head of enforcement of certain laws which he designated to protect the public.
4. The Secretary of State keeps a record of many state activities.
5. The Comptroller of the Treasury has the responsibility of carrying out the budget.
6. The State Treasurer is responsible for receiving, paying, and accounting for state funds.
7. The Board of Public Works is composed of the governor, the comptroller, and the state treasurer.
8. The Comptroller is responsible for the collection of taxes.
9. The Lieutenant Governor is a member of the Governor's Executive Council.
10. The Board of Public Works approves all money spent on land, buildings, and on public facilities.

Title: Governor's Job Packet

Activity No.: 8.II.B.3

Recommended Time: 1-2 periods

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.2.8.1 2. 1.6.8.1 3. 3.2.8.2	executive executive order legal authority party leader	1. Use materials as a source of information. 2. Draw conclusions based on all available information. 3. Use logical reasoning and problem-solving skills when approaching personal and/or group problems or issues. 4. Work with others to determine what suggestions and/or alternatives will be used. 5. Help define the problem.

Content Outline Covered by Activity:

II. State Government
  B. Executive Branch
    3. Governor
      a. Roles
      b. Powers

Activity:

Give each student the reading "The Governor's Job," pages 321-324 in Civics for Americans, and the chart "The Powers and Duties of the Governor," page 166 in American Civics.

Instruct students to read and to answer the section review on the last page.

Using the section review, have the class review answers for each of the questions.

As a follow-up have students brainstorm to determine qualities and characteristics of governors for which they are looking. Example: give one group the job of choosing qualities for a very strong governor and/or for choosing qualities for a weak governor. Once everyone is finished, have the groups choose a spokesperson and explain why they decided on those qualities/characteristics.

Materials:

Chart - "The Powers and Duties of the Governor," from Hartley, William H. American Civics. Harcourt Brace Javonovich, Inc., 1983.

Patrick, John J. Civics for Americans. Scott, Foresman and Company, 1980.

Adaptation for Other Levels:

Activity No.: 8.II.C.1

Recommended Time: 1-2 periods

Title: State Courts Packet

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.4.8.1 2. 7.1.8.1 3. 7.4.8.1 4. 7.5.8.1	appeals court civil cases criminal cases felonies general trial courts judicial lower courts misdemeanors	1. Read to find answers to questions. 2. Discuss ideas that are pertinent to the topic being studied. 3. Recognize values and ideas. 4. Evaluate the decision-making process. 5. Demonstrate a sense of justice.

Content Outline Covered by Activity:

II. State Government
  C. Judicial Branch
    1. Responsibilities

Activity:

Give each student "State Courts, pages 168 to 171, in American Civics.

Have students read the review questions on page 171.

When students complete the questions, use those ideas as a basis for a class discussion on courts. Make certain that students understand the major concepts concerning the state judicial branch before proceeding to the structure of the Maryland court system.

As a follow-up and before proceeding further, conduct a review on the legislative and executive branches of Maryland government. Comparisons can be made with regard to all three branches of government.

Materials:

Hartley, William H. American Civics. Harcourt Brace Jovanovich, Inc., 1983.

Adaptation for Other Levels:

Activity No.: 8.II.C.2

Recommended Time: 1-2 periods

Title: Court Organization Packet

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.2.8.1 2. 4.3.8.1 3. 4.4.8.2 4. 7.5.8.1	bar commissioners common law misdemeanor original jurisdiction reversed trial by jury	1. Use materials as a source of information. 2. Classify information into generalities and specifics. 3. Construct graphs, tables and charts. 4. Analyze and interpret the relationships shown on graphs, tables and charts. 5. Receive constructive criticism without undue defensiveness and emotions. 6. Evaluate accomplishments in terms of goals.

Content Outline Covered by Activity:

II. State Government
  C. Judicial Branch
    a. Court of Appeals
    b. Court of Special Appeals
    c. Circuit Court
    d. Districit Court
    e. Special Courts (Juvenile/Orphan)

Activity:

Give students reading entitled, "Court Organization," pages 60-65 in Maryland State Government.

Have students read and answer the questions on page 65.

Using these questions, go through and discuss each of the different courts, cases. Include in the discussion a review of the ideas of trial by jury.

As a follow-up activity have the students make a flow-chart describing Maryland's court system. Have students include on the charts a brief explanation of each court. (Note - they cannot copy the chart on page 60. Get students motivated to make unique descriptions. No chart is wrong if it can be explained logically.)

Materials:

Reading - "Court Organization," from Corddry, George H. Maryland State Government. Media Materials, 1972.

Adaptation for Other Levels:

Activity No.: 8.III.A.1

Title: How Local Governments Serve their Citizens

Recommended Time: 1-2 periods

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.2.8.1 2. 1.4.8.1 3. 1.7.8.1 4. 1.7.8.2	charter county auditor county clerk county executive counties ordinances parishes prosecuting attorney sheriff tax collector	1. Select answers to question(s) from material viewed. 2. Formulate questions that would lead to hypothesizing. 3. Allow others to express themselves. 4. Consider ideas, opinions, etc., of others.

Content Outline Covered by Activity:

II. Local Government
  A. Function
    1. Power
    2. Duties/Qualifications

Activity:

Give students reading entitled, "How Local Governments Serve Their Citizens," pages 174-178 in American Civics.

Have students read and complete questions on handout on page entitled "Significance of Local Government."

Discuss answers to each question.

Check for comprehension by having students establish their own local government in class.

Have students interview county commissioners and/or county officials to get information regarding how St. Mary's County government operates.

Materials:

Reading - "How Local Governments Serve Their Citizens," from Hartley, William H. American Civics. Harcourt Brace Jovanovich, Inc., 1983.

Discussion Questions

Adaptation for Other Levels:

Significance of Local Government

1. How are local governments established?

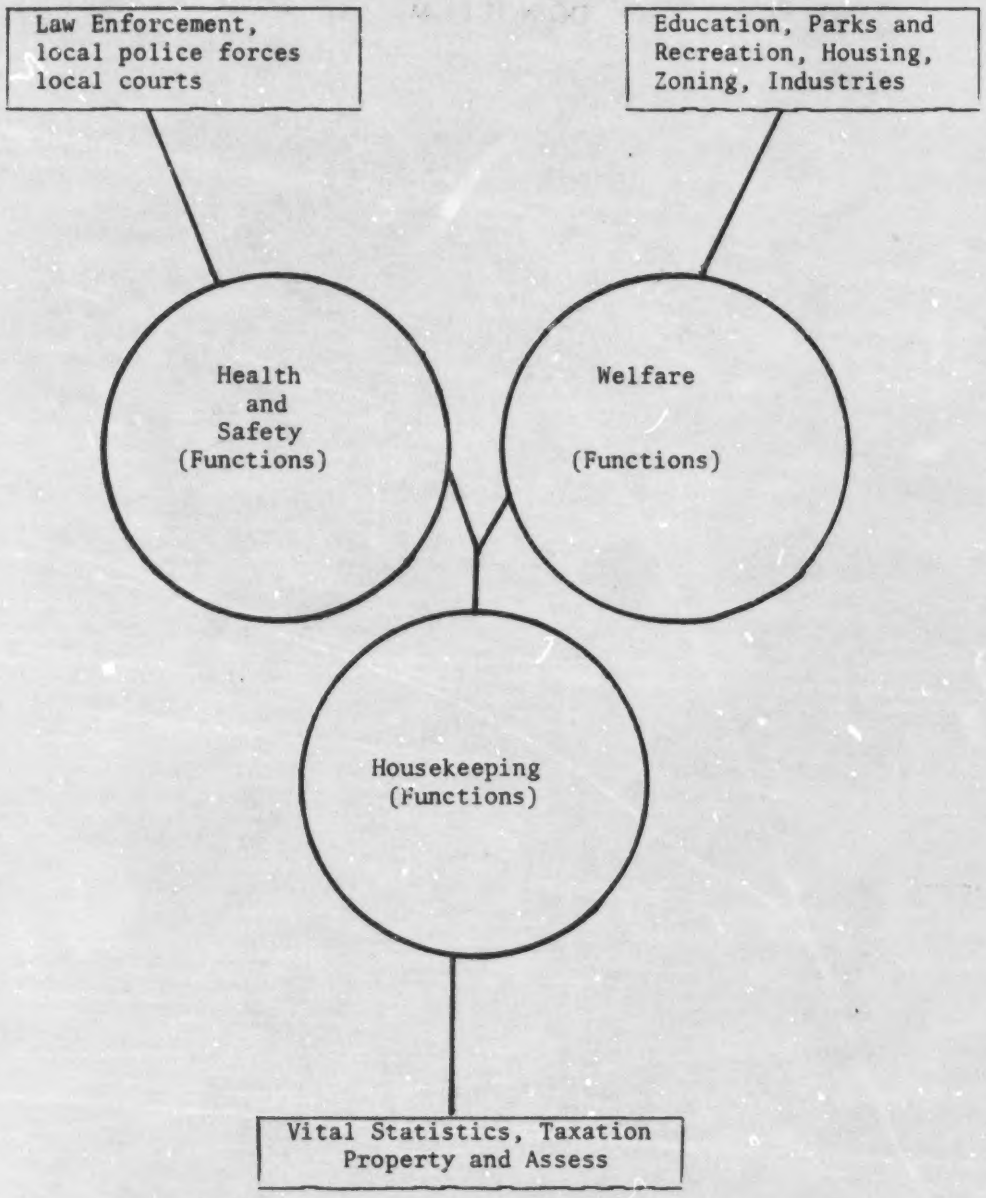
2. Why do we need local governments?

3. Why do state and local governments work together?

4. What are the various kinds of local government?

5. Define the following terms: charter, ordinance, town, township, local, government, cooperation.

6. Compare the various kinds of local government.


Law Enforcement, local police forces local courts
Education, Parks and Recreation, Housing, Zoning, Industries
Health and Safety (Functions)
Welfare (Functions)
Housekeeping (Functions)
Vital Statistics, Taxation Property and Assess

Local Governments

Any-town
U.S.A.

Sources of Income	Major Services
Federal and state governments	Schools
Property tax	Public welfare
School tax	Fire and police protection
Licenses and permits	Health and hospitals
Fines	Utilities
Amusement taxes	Streets and roads
Personal property taxes	Sewage systems
	Parks and playgrounds
	Libraries

Activity No.: 8.III.A.2

Recommended Time: 1 period

Title: Types of Criminal Offenses

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.3.8.1 2. 7.1.8.1 3. 7.4.8.1 4. 7.5.8.1	arson burglary crime criminal curfew forgery fraud larceny loitering narcotic offense runaways statistics vandalism	1. Use materials as a source of information. 2. Draw conclusions based on all available information. 3. Recognize that materials express a point of view and interpret view expressed. 4. Evaluate and draw inferences based on data shown on the chart.

Content Outline Covered by Activity:

III. Local Government
  A. Function
    1. Power
    2. Duties/Qualifications

Activity:

Distribute a chart of types of offenses (JR-3a).

Have students discuss and compare types of offenses in their local community.

Compare statistical findings with their list. Consider and discuss reasons for differences.

Materials:

Vetter, Donald B. The Juvenile Justice System. Law Related Education Program, 1978.

Adaptation for Other Levels:

It can be cross-indexed with other units in the scheme (outline).

Activity No.: 8.III.A.3

Title: Location and Type of Crime Lesson

Recommended Time: Ongoing

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.3.8.1 2. 7.1.8.1 3. 7.6.8.2	map map key	1. Skim to find a particular word, get a general impression, or locate specific record information. 2. Classify information into generalities and specifics. 3. Locate self in relation to familiar places. 4. Determine that real objects are represented by pictures or symbols on a map. 5. Compare and combine data presented by a number of specialized maps with data from other sources (books, newspapers). 6. Investigate and collect information regarding the problem or issue.

Content Outline Covered by Activity:

III. Local Government
  A. Function
    1. Power
    2. Duties/Qualifications

Activity:

Have a small group of students draw a bulletin board size map of a designated geographic area.

Have students, on a daily basis, bring in crime reports from their newspapers.

Organize reports in a classroom file.

Have students group data at the end of the week - "Type of Crime" and "Location of Crime."

Use agreed upon symbols to plot crimes.

Materials:

Adaptation for Other Levels:

If the level(s) of pupil interest is great enough, you may consider extension of time period and adapt to various class groups.

Activity No.: 8.III.A.4

Title: Categorizing Types of Crimes

Recommended Time: 1-2 periods

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.3.8.1 2. 7.1.8.1 3. 7.5.8.1		1. Analyze ways group worked. 2. Help to define the problem. 3. Work harmoniously with others. 4. Accept differences in individuals as natural and challenging. 5. Draw conclusions.

Content Outline Covered by Activity:

III. Local Government
  A. Function
    1. Power
    2. Duties/Qualifications

Activity:

1. Distribute activity sheet, "Burglary - Robbery - Larceny" to the class.
2. Divide class into groups of three.
3. Give each group a packet of activity cards from "Police-Student Relations Projects."
4. Have students read the situations.
5. Then have students categorize the situations representing burglary, robbery or larceny.
6. Allow time for group members to cooperate.

Materials:

Vetter, Donald B. The Juvenile Justice System. Law Related Education Program, 1978.

Adaptation for Other Levels:

Activity No.: 8.III.A.5

Title: Police Are . . . Survey

Recommended Time: 1 period

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.3.8.1 2. 1.6.8.1 3. 7.1.8.1	tally	1. Recognize attitudes and emotions contained in the material. 2. Allow others to express themselves. 3. Withhold judgment based upon superficial characteristics and first impressions. 4. Synthesize evidence.

Content Outline Covered by Activity:

III. Local Government
  A. Function
    1. Power
    2. Duties/Qualifications

Activity:

Distribute resources, "I Think Police Are . . . Student Resource."

Have students complete.

Tally totals for each question by show of hands.

Conduct a discussion using the following sample questions as a guide for open discussion:

a. What is the responsibility of the police?
b. How have Appeals Court decisions affected police procedure?
c. Who needs cops?
d. Why must the police have flexibility in carrying out their duties?

Note: There are controversial questions (#2, 3, 6) in the survey. Teacher should use discretion in using the sheet.

Materials:

Adaptation for Other Levels:

Activity No.: 8.III.A.6

Recommended Time: 1 period

Title: Juvenile Justice Survey

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 7.4.8.1 2. 7.1.8.1 3. 7.5.8.1 4. 1.3.8.1	survey	1. Recognize that materials express a point of view and interpret the view expressed. 2. Distinguish between fact and opinion. 3. Be sensitive to the values and attitudes of others.

Content Outline Covered by Activity:

III. Local Government
  A. Function
    1. Power
    2. Duties/Qualifications

Activity:

Distribute copies of "Juvenile Justice Classroom Poll."

Have students complete survey.

Discuss items briefly.

Save results.

Re-administer and compare results at end of unit.

Materials:

Vetter, Donald B. The Juvenile Justice System. Law Related Education Program, 1978.

Adaptation for Other Levels:

Activity No.: 8.III.A.7

Title: Knowledge Survey on Police and Juveniles

Recommended Time: 1 period

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.7.8.1 2. 7.1.8.1 3. 7.4.8.1 4. 7.5.8.1		1. Draw conclusions based on all available information. 2. Draw inferences and make generalizations from evidence. 3. Recognize area(s) for further study.

Content Outline Covered by Activity:

III. Local Government
  A. Function
    1. Power
    2. Duties/Qualifications

Activity:

Administer a test of knowledge, pre-test, "Juvenile Justice in Maryland."

Save results.

Readminister test at end of unit.

Compare scores and use results with students.

Materials:

Vetter, Donald B. The Juvenile Justice System. Law Related Education Program, 1978.

Adaptation for Other Levels:

Activity No.: 8.III.A.8

Title: Juvenile Justice Terminology

Recommended Time: 1-2 periods

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.3.8.1 2. 7.1.8.1 3. 7.4.8.1		1. Skim to find a particular word, get a general impression, or locate specific information.

Content Outline Covered by Activity:

III. Local Government
- A. Function
  - 1. Power
  - 2. Duties/Qualifications

Activity:

Give students a list of appropriate juvenile justice terms, "Juvenile Justice Terminology."

Go over and discuss each term and definition.

Have students develop a crossword puzzle using the justice terms.

Each puzzle should be accompanied with a key.

Have students reproduce copies and have peers complete.

Materials:

Vetter, Donald B. The Juvenile Justice System. Law Related Education Program, 1978.

Adaptation for Other Levels:

It could be used as a single vocabulary lesson or as an ongoing activity.

Activity No.: 8.III.B.1

Title: County Government Packet

Recommended Time: 3-4 periods

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.2.8.1 2. 1.4.8.1 3. 1.4.8.2 4. 1.6.8.2 5. 2.4.8.1 6. 4.3.8.1	administer commissioner counties county county attorney county auditor county executive county treasurer home rule counties purchasing agent select committee veto voter	1. Read to find answers to questions. 2. Draw conclusions based on all available information. 3. Draw inferences or make generalizations from evidence. 4. Recognize values and ideas. 5. Explore sources of needed materials.

Content Outline Covered by Activity:

III. Local Government
- B. Structure
  - 1. Commissioners
    - a. Duties
    - b. Responsibilities
  - 2. Home Rule (County Executive)
    - a. Duties
    - b. Responsibilities

Activity:

Give students reading entitled, "County Government" from pages 84-95, Section in the Maryland State and Government Its New Dynamics.

Have students read either individually or together aloud, depending upon the level of the students.

After everyone has finished reading the material, have a discussion review concerning the major concepts found in the article. (Example: home rule counties, commissioner counties, functions of counties.)

Check for comprehension of students in your class by having a review of the concepts covered by discussing answers to the work sheet questions.

Materials:

"County Government" from Bard, Harry. Maryland State and Government Its New Dynamics. Tidewater Publishers, 1974.

Adaptation for Other Levels:

Activity No.: 8.III.C.1

Title: How Governments Provide Services

Recommended Time: 1-2 periods

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.2.8.1 2. 1.3.8.1 3. 1.7.8.1 4. 1.7.8.2 5. 3.5.8.1 6. 4.4.8.2	clerk and recorder consolidation ordinance urban areas	1. Read to find answers to questions. 2. Skim to find a particular word, get a general impression, or locate specific information. 3. Analyze, interpret, and evaluate evidence. 4. Analyze ways group worked. 5. Explore sources of needed materials.

Content Outline Covered by Activity:

III. Local Governments
  C. Division of Power
    1. Commissioner
    2. Sheriff
    3. Judge
    4. State's Attorney (Prosecuting Attorney)
    5. Other Local Officials

Activity:

Give students pages 365-370 from Civics for Americans. Explain to students that the Franklin County used in the reading is similar to St. Mary's County and most of Maryland counties.

Have students read and answer the questions at the end of the material.

Once everyone has finished, discuss answers for each question. Emphasize the concepts covered.

Have students choose one official and write a report or draw a diagram/chart explaining in detail what that official's responsibilities are and to whom he/she is responsible.

Materials:

Reading - "How County Governments Provide Services" from Patrick, John J. Civics for Americans. Scott, Foresman and Company, 1980.

Adaptation for Other Levels:

Activity No.: 8.IV.A.1

Recommended Time: 1-2 periods

Title: How Governments Raise Money

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 2.4.8.1 2. 1.4.8.1 3. 7.6.8.2	bond fees fine interest priorities revenue tax	1. Select the main idea and supporting facts. 2. Explore sources of needed materials. 3. Recognize values and ideas. 4. Analyze, interpret, and evaluate evidence. 5. Use material as a source of information.

Content Outline Covered by Activity:

IV. Problems and Issues
  A. Taxes/Budgets
    1. Purposes of Taxes

Activity:

Give each student the reading entitled "Paying the Costs of Government," pages 234 to 238 in American Civics.

Have each student send and complete the questions on page 238.

After everyone has finished answering the questions, have students explain their answers.

As a follow-up, ask students if they think that the taxes in St. Mary's are high or low? Have students explain answers.

Materials:

Reading - "Paying the Costs of Government" from Hartley, William H. American Civics. Harcourt Brace Jovanovich, 1983.

Adaptation for Other Levels:

Activity No.: 8.IV.A.2

Recommended Time: 1-2 periods

Title: The Many Kinds of Taxes

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.4.8.1 2. 2.4.8.1 3. 7.6.8.2	deduction exemptions income tax profit property tax sales tax taxable income tariff	1. Read to find answers to questions. 2. Draw inferences and make generalizations from evidence. 3. Analyze, interpret, and evaluate evidence. 4. Constructively critique values and ideas. 5. Locate words in dictionary.

Content Outline Covered by Activity:

IV. Problems and Issues
  A. Taxes/Budgets
    2. Types of Taxes

Activity:

Give each student the reading entitled "Many Kinds of Taxes," pages 239 to 243 in American Civics.

Have each student read and answer the questions on the last page.

After everyone has finished the questions, have students explain their answers.

As a follow-up complete vocabulary words for homework. (Define each.)

Materials:

Reading - "Many Kinds of Taxes" from Hartley, William H. American Civics. Harcourt Brace Jovanovich, 1983.

Adaptation for Other Levels:

Have students determine which tax(es) are most equitable and/or least equitable.

Activity No.: 8.IV.B.1

Recommended Time:

Title: Sharon's Story: Shoplifting

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 7.1.8.1 2. 7.4.8.1 3. 7.5.8.1	shoplifting	1. Recognize attitudes and emotions contained in the material. 2. Identify the meaning and significance of the title. 3. Examine personal values and ideas. 4. Constructively critique values and ideas. 5. Evaluate the decision-making process.

Content Outline Covered by Activity:

IV. Problems and Issues
B. Crime

Activity:

Have Deputy Bennett, St. Mary's Sheriff's Department, come to the school to give students a presentation including a thirty-minute movie, "Sharon's Story," on shoplifting.

Presentation will take about 1 1/2 hours. The Deputy will cover such concepts as shoplifting, juvenile laws, courts, consumerism.

Students are to be instructed to ask questions that they may have concerning the presentation.

When the Deputy leaves, students may have an open group discussion concerning the movie, the presentation, and any other related questions that may occur.

Materials:

Adaptation for Other Levels:

Activity No.: 8.IV.B.2

Title: Proposed Court Reforms

Recommended Time: 1-2 periods

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.6.8.2 2. 1.7.8.1 3. 4.4.8.2	grand jury hung jury indictment jury system justice lay courts petit jury probation proposed reforms suspended sentence	1. Draw conclusions based on all available information. 2. Discuss ideas that are pertinent to the topic being studied. 3. Distinguish between fact and opinion. 4. Use logical memory and problem-solving skills when approaching personal and/or group problems or issues. 5. Help to define roles of participants. 6. Encourage the contributions of others. 7. Receive constructive criticism without undue definsiveness and emotion.

Content Outline Covered by Activity:

IV. Problems and Issues
  B. Crime
    2. Maryland Courts

Activity:

Have students read "Proposed Reform," pages 66 to 69 in Maryland State Government.

Once students have read, ask the students to break up into 7 groups. Assign each of the groups one of the "Discussion Questions."

Have each group develop a presentation answering the question.

Once all the groups have finished within a set time limit (usually no longer than one period) have a member(s) give the presentation. Have the rest of the group critique and discuss what the group decided and did.

Note: Other topics/questions may be added to make the presentation(s) more pertinent to the students. (Example: Stefanie Roper Case).

Materials:

Reading - "Proposed Reform" from Corddry, George H. Maryland State Government. Media Materials, 1972.

Adaptation for Other Levels:

Title: Who Should Control Surrounding Environment

Activity No.: 8.IV.C.1

Recommended Time: 1-2 periods

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.2.8.1 2. 1.6.8.2 3. 1.7.8.1 4. 2.1.8.1 5. 2.7.8.1 6. 7.5.8.1		1. Use materials as a source of information. 2. Draw inferences and make generalizations from evidence. 3. Compare and combine data presented by a number of specialized maps with data from other sources (books, plays). 4. Draw conclusions and/or take effective action. 5. Analyze the consequences related to the other before selecting an option. 6. Evaluate accomplishments in terms of goals.

Content Outline Covered by Activity:

IV. Problems and Issues
  B. Conflicting Authority/Political
    1. State Versus Local Control

Activity:

Distribute a map of the Chesapeake Bay to the class.

Explain that due to conflicting authority between states and counties the resources of the bay are not really protected and are quickly being destroyed.

Have students work out a plan which would stop conflicting authority between states and/or counties and would protect the resources of the bay.

Have the students explain their answers in individual or group presentations.

Materials:

Adaptation for Other Levels:

Activity No.: 8.IV.C.2

Recommended Time: 1 period

Title: Developing Government Regulations

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.2.8.1 2. 1.6.8.1 3. 1.7.8.1 4. 2.1.8.1 5. 2.7.8.1 6. 7.5.8.1		1. Differentiate between main and supporting ideas. 2. Discuss ideas that are pertinent to the topic being studied. 3. Relate the past to the present. 4. Locate places being studied on maps and globes.

Content Outline Covered by Activity:

IV. Problems and Issues
  C. Conflicting Authority/Political
    2. Regulations

Activity:

The Chesapeake Bay is becoming badly polluted. Some scientists predict that living resources (fish, crabs, clams, oysters, etc.) are being destroyed and there will be almost no edible fish or shellfish within 24 years if present trends continue.

Ask students to hypothesize as to how these predictions came about.

Have students research and compare predictions in the various states.

Decide from a political frame of reference how pollution could be limited in various areas.

Materials:

"Sample Questions"

Adaptation for Other Levels:

A. How far should a state/local jurisdiction extend?

B. Should there be a state economic zone beyond the local limit? If so, how far?

C. Do state and/or local governments have the right to pollute the bay whether off their own shores or on high seas? If not, what should be done about it?

D. Should the Chesapeake Bay be considered the common heritage of the people of the county or state? If so, should an organization be formed to regulate the mining of the seas and use a percentage of the profits to foster the development of poorer areas?

E. How should an organization be established to regulate the use of the Chesapeake Bay?

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MARYLAND STATE AND LOCAL GOVERNMENT

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